DOCUMENT RESUME

ED 456 349 CG 031 110

TITLE	Bridges to Student Success: Exemplary Programs, 2001.
INSTITUTION	National Association of Student Personnel Administrators, Inc.
PUB DATE	2001-07-00
NOTE	29p.; For the Exemplary Programs, 2000, see ED 445 307.
AVAILABLE FROM	National Association of Student Personnel Administrators, 1875 Connecticut Ave., NW, Suite 418, Washington, DC 20009-5728. Tel: 202-265-7500; Fax: 202-797-1157; Web site: http://www.naspa.org.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*College Programs; *Demonstration Programs; *Educational Innovation; *Higher Education; Program Development; *Student Personnel Services

ABSTRACT

This document presents 10 student affairs programs selected by the National Association of Student Personnel Administrators as being exemplary programs in their field. The programs address a broad range of objectives, including preparing students to become effective leaders; helping students combine work and academics; involving students more extensively in campus life; creating a more open campus environment; giving students a residential college experience as well as the support of a community college; and raising funds for student affairs programming. The 10 programs include (1) "Student Life Fund Development Program" (University of Arizona); (2) "The Institute for Collaborative Learning" (Fitchburg State College and Mount Wachusett Community College); (3) "Involved" (Ithaca College); (4) "Student Employment Training Program" (University of Maryland-College Park); (5) "Undergraduate Leadership Minor" (University of Minnesota-Twin Cities); (6) "The Wackerle 4-Year Intentional Career and Leadership Development Program" (Monmouth College); (7) "Women Involved in Living and Learning (WILL) Program (University of Richmond); (8) "Center for Student Businesses" (University of Massachusetts-Amherst);(9) "Gay, Lesbian, Bi-Sexual, and Transgender Training Series" (University of Nevada-Las Vegas); and (10) "BlueCD 2000" (Western Washington University). (JDM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

NASPA
Student Affairs Administrators in Higher Education

ED 456 349

bridges to Student Success

EXEMPLARY PROGRAMS 2001

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

University of Arizona
Student Life Fund Development Program

Fitchburg State College and Mount Wachusett Community College
The Institute for Collaborative Learning

Ithaca College
INVOLVED

University of Maryland—College Park
Student Employment Training Program

University of Minnesota—Twin Cities
Undergraduate Leadership Minor

Monmouth College
The Wackerle 4-Year Intentional Career and Leadership Development Program

University of Richmond
Women Involved in Living and Learning (WILL) Program

University of Massachusetts—Amherst
Center for Student Businesses

University of Nevada—Las Vegas
Gay, Lesbian, Bi-Sexual, and Transgender Training Series

Western Washington University
BlueCD 2000

CG031110

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

K. KRUGER

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Cover, counterclockwise from top left: Student at one of the businesses served by the Center for Student Businesses at the University of Massachusetts – Amherst (page 16); participants in the INVOLVED program at Ithaca College (page 6); the Student Life Fund Development Program at the University of Arizona (page 2); the Institute for Collaborative Learning at Fitchburg State College and Mount Wachusett Community College (page 4); Women Involved in Living and Learning (WILL) Program at the University of Richmond (page 14); the Wackerle 4-Year Intentional Career and Leadership Development Program at Monmouth College (page 12); and the Undergraduate Leadership Minor at the University of Minnesota (page 10).

Back cover, from top left: Students using BlueCD 2000 at Western Washington University in Bellingham, WA (page 20); members of the Student Life Fund Development Team at the University of Arizona (page 2); and a University of Maryland student and a staff member in the Student Employment Training Program (page 8).

NASPA: Student Affairs Administrators in Higher Education, the leading voice for student affairs administration, policy, and practice, addresses critical issues in student affairs and seeks to enrich the educational experience for all students. As a national association, we serve student affairs administrators, promote leadership in higher education, advocate for students, and offer outstanding professional development opportunities. Since 1919, our members have set the standard for best practices in student affairs. In the 21st century, NASPA will lead the way in developing innovative programs for student success that will help them meet the many challenges ahead.

NASPA
1875 Connecticut Avenue, NW, Suite 418
Washington, D.C. 20009-5728
(202) 265-7500
http://www.naspa.org

This book was compiled and edited by Magnificent Publications, Inc. and designed by Burke Phillips Design. July, 2001.

NASPA does not discriminate on the basis of race, color, national origin, religion, sex, age, affectional or sexual orientation, or disability in any of its policies, programs, and services.

bridges to Student Success

EXEMPLARY PROGRAMS 2001

2
University of Arizona
Student Life Fund Development Program

4
Fitchburg State College and
Mount Wachusett Community College
The Institute for Collaborative Learning

6
Ithaca College
INVOLVED

8
University of Maryland—College Park
Student Employment Training Program

10
University of Minnesota—Twin Cities
Undergraduate Leadership Minor

12
Monmouth College
The Wackerle 4-Year Intentional Career
and Leadership Development Program

14
University of Richmond
Women Involved in Living and Learning (WILL) Program

16
University of Massachusetts—Amherst
Center for Student Businesses

18
University of Nevada—Las Vegas
Gay, Lesbian, Bi-Sexual, and Transgender Training Series

20
Western Washington University
BlueCD 2000

Past Awardees

1997

Auburn University/AL: The Student Success Center
Ball State University/Muncie, IN: Excellence in Leadership
The College of New Jersey/Ewing, NJ: The First Year Experience
Middlesex Community College/Bedford, MA: Valuing Diversity
Saint Xavier University/Chicago, IL: The Retention Program
University of Nevada–Reno/NV: Rural Assistance Program

1998

Bellmont University/Nashville, TN: Streamlining Student Services
Marshall University/Huntington, WV: Preventing Violence Against Women
Stonehill College/North Easton, MA: Orienting Seniors to Life
University of Missouri–Kansas City/MO: Creating Communities for Learning
Washington State University/Pullman, WA: Preparing Freshmen to Excel
William Rainey Harper College/Palatine, IL: Modeling Outcomes

1999

Fontbonne College/St. Louis, MO: Freshmen Career Testing Program
Portland State University/Portland, OR: Shrinkrap
University of California, Los Angeles: Academics in the Commons
University of Central Florida/Orlando, FL: Pegasus Student Success Program
University of Massachusetts at Amherst: Project Pulse
University of Wisconsin–Whitewater: Services for Disabled Students
Wilson College/Chambersburg, PA: Women with Children

2000

Allegheny College/Meadville, PA:
Allegheny College Center for Experiential Learning
Northeastern Illinois University/Chicago, IL: Partners for Success
Portland State University/Portland, OR: Leadership for Change
Rochester Institute of Technology/Rochester, NY:
The Student Behavior Consultation Team
Texas Tech University/Lubbock, TX: The TECHniques Center
Pima Community College & University of Arizona/Tucson, AZ:
Achieving a College Education
University of Kansas Medical Center/Kansas City, KS:
Students Educating and Advocating for Diversity

comments from the NASPA leadership

Dear Colleague:

We are pleased to present the fifth annual collection of exemplary programs in student affairs developed by NASPA members. Ten programs were chosen this year from more than 150 submissions. Geographically diverse, they all demonstrate creative marshalling of resources to expand opportunities for students.

The programs address a remarkably broad range of objectives:

- Prepare students to become effective leaders (three)
- Help them combine work and academics (two)
- Provide easily accessible guides to involve students more extensively in campus life (two)
- Create a more open campus environment
- Give students a residential college experience as well as the support of a community college
- Raise funds for student affairs programming.

A committee of the NASPA Board of Directors made the final selections, and if one common characteristic could be found among the programs selected, it would be collaboration. In these 10 programs, students, administrators, and faculty in various departments all work together to improve campus life.

On behalf of NASPA, the leading voice for student affairs administration, policy, and practice, we thank our members for sharing these descriptions of their exemplary programs. We hope their success in helping students make the most of their college years will encourage others to work toward similar goals.

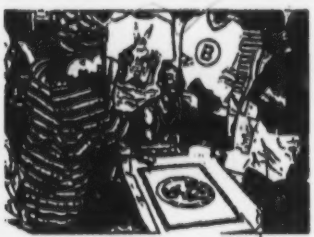
Theresa Powell
President

Gwendolyn Jordan Dungy
Executive Director

Theresa Powell
NASPA President

Gwendolyn Jordan Dungy
NASPA Executive Director

Student Life Fund Development Program



The money raised supports the many student organizations and services on campus.

In response to decreased state funding, the Division of Student Life at the University of Arizona has launched a highly successful fund development program as part of the university's capital campaign. The Student Life Fund Development Team manages the program's activities, including alumni relations, maintenance of a comprehensive database, staff training, establishment of advisory boards, revival of Student Life publications, and cultivation of prospective donors.

Impetus

Declining state support forced the University of Arizona to cut funding for Student Life programs and staff, making a significant dent in the division' s ability to create innovative programs. When the Division of Student Life began raising funds in 1999 for a new Student Union/Bookstore Complex, it was a natural extension of this activity to launch a general fund development program to support Student Life.

Objectives

To ensure ...

- Long-term strength, health, and excellence of programs and services in the Division of Student Life;
- Multiple opportunities for students to extend the boundaries of their learning; and
- Student success.

Key Components and Related Staff

The Student Life Fund Development Program is administered by the Office of the Dean of Students under the leadership of the Associate Vice President for Campus Life/Dean of Students. The Student Life Fund Development Team, which manages all activities, consists of the Associate Dean of Students, Director of Education and Outreach, Coordinator of Outreach and Development, Editorial Assistant, and two full-time development officers.

The leadership of the Division of Student Life participates as well, including all deans and directors and their staff. Advisory Boards have been established to engage alumni, friends, and students who care about the quality of Student Life programs and have made a commitment to raise support.

In the past two years, the program has raised $3 million for the Student Union/Bookstor

The Student Life program promotes the growth of dynamic student organizations.

Organization
The Student Life Development Team meet biweekly to plan strategy, get updates on the University's capital campaign, and explore opportunities to bring prospective donors together with staff and students. Once a month, a larger group of Student Life deans and directors meet to discuss Student Life Fund Development Program activities in relation to overall campaign goals.

Processes and Procedures
Staff positions in the Division of Student Life have been redefined to support the team, and new database management and communication tools were acquired. New staff members have been trained in fund development techniques. The team has established campaign priorities, created visibility for Student Life programs, and built relationships with alumni, friends, and current students.

Evaluation
Over the past two years, the Student Life Fund Development Program has raised $3 million for the Student Union/Bookstore project. It has also received a half-million dollar pledge from an international corporation in support of the Arizona Blue Chip Leadership Program. A student government scholarship has been endowed with a lead gift of $250,000. More than $25,000 has been received to support campus safety. A $25,000 gift was received for the redevelopment of Student Life publications.

CONTACT

Carol D. Thompson, EdD
Associate Dean of Students
Dean of Students Office
The University of Arizona
Old Main, Room 209
PO Box 210021
Tucson, AZ 85721-0021
cdt@email.arizona.edu
Phone: 520. 621. 7059
Fax: 520. 621. 9866

roject and has received a half-million dollar pledge from an international corporation.

The Institute for Collaborative Learning

Assistant Director of Admissions Andy Herrera signs up a student in the joint program.

The Institute for Collaborative Learning combines the resources of Fitchburg State College and Mount Wachusett Community College to help motivated community college students meet the more stringent admissions requirements of the state college system. Fitchburg State invites selected applicants to participate in the Institute, live on the Fitchburg State campus, and complete coursework at Mount Wachusett. Advisors assist them with course selection and monitor their progress. Once participants have satisfied the Institute's academic requirements, they are eligible to transfer to Fitchburg State.

Impetus

In 1998 the Massachusetts Board of Higher Education implemented stricter admissions standards for state colleges and universities. The new standards left many students who would previously have been accepted at baccalaureate programs—like the one at Fitchburg State—searching for other options. The Institute is based on the premise that, with additional academic support and guidance, some of these students can be successful in a residential college environment.

Objectives

The Institute offers students a residential college experience with the academic support of a community college. Mount Wachusett responds to the needs of students at all academic levels, strives to remove barriers to success, and encourages the pursuit of a postsecondary education.

Key Components and Related Staff

The Institute for Collaborative Learning covers all aspects of a student's life at college. Students receive instruction on the Mount Wachusett campus, but additional services, such as tutoring and disability services, can be obtained on either campus. Institute participants can use facilities and participate in student activities on both campuses. The two schools coordinate food service and transportation as well as admissions, registration, financial aid, and student accounts.

Organization

A long-standing transfer relationship between Mount Wachusett and Fitchburg served as a foundation for the Institute of Collaborative Learning. Together, the two institutions addressed and resolved budget issues, retention concerns, transfer articulation, marketing considerations, and communications.

The Institute offers a residential college experience with the academic support of

61 9

Fitchburg State College

Mount Wachusett Community College

Processes and Procedures

Selected students who are unsuccessful in being admitted to Fitchburg State are invited to participate in the Institute instead. Fitchburg then transfers application materials to Mount Wachusett. Students attend a joint orientation program on both campuses, completing academic assessments and registering for classes. On campus, students are matched with advisors, who monitor their progress and notify Fi.chburg when transfer requirements have been satisfied.

Evaluation

After the Institute's first semester, 76 percent of participants continued their postsecondary education. During the fall 2000 semester, the retention rate rose to 79 percent, and 26 percent of students became eligible to transfer to Fitchburg. Now in its third year, the program has grown steadily; there are 148 new applicants. All students surveyed after the program's first year said they would recommend the Institute to a friend, and 89 percent indicated that their academic skills had improved. Students cited exposure to two different campuses as one of the program's greatest assets. The Commonwealth's Board of Higher Education took note of the Institute's success and awarded Mount Wachusett Community College a Campus Performance Improvement Grant of approximately $100,000 to promote the Institute, increase collaborative teaching, and develop courses.

First row from left: Richard Pastor, Assistant Dean of Student Services, Elaine Kinner, Admissions Administrative Assistant, and Karen Schedin, Director of Admissions, all at Mount Wachusett; and Lynn Beauregard, Treasurer's Office, Fitchburg. Second row from left: Ann McDonald, Associate Dean of Student and Enrollment Services and Glenn Roberts, Director of Enrollment Services, Mount Wachusett; Jay Bry, Assistant Dean of Students and Director of Residential Life, Fitchburg; Scott Farris, Assistant Director of Financial Aid, Mount Wachusett; and May Beth McKenzie, Assistant Director of Residential Life, Fitchburg.

CONTACT

Ann S. McDonald, JD
Associate Dean of Student & Enrollment Services
Mount Wachusett Community College
444 Green Street
Gardner, MA 01440-1000
a_mcdonald@mwcc.mass.edu
Phone: 978. 632. 6600 ext. 164
Fax: 978. 632. 6385

ommunity college. It covers all aspects of a student's life.

INVOLVED

First-year INVOLVED students participate in community activities.

INVOLVED provides a structured way for new students at Ithaca College to engage in activities on and near campus. Peer leaders facilitate connections between small groups of new students and introduce group members to the wide range of opportunities available at Ithaca. In addition, they encourage newcomers to use e-mail to stay connected and share plans. Participation in INVOLVED has grown rapidly—program alumni are signing up in record numbers to be peer leaders.

Impetus

Many new students want to get involved in the broader college community, but find the prospect daunting when they don't know where to begin. Building on Ithaca's belief that learning "extends beyond the classroom," the Office of First Year Programs and Orientation developed INVOLVED to encourage students to become active in the community.

Objectives

- Provide a structured approach to learning more about volunteer and leadership development opportunities;
- Introduce new students to activities and programs available on campus;
- Establish connections between new students and peer leaders; and
- Allow students to reflect on what they have learned from their experiences and how INVOLVED has affected their growth, and encourage them to share those observations.

Key Components and Related Staff

New students who want to join an INVOLVED group sign up for a meeting time from 15 different options. Two upper-class peer leaders are paired with each group of 10-15 new students. Students receive notebooks containing descriptions of 12 categories of activities and journal space for reflection. When a group meets, students choose activities and programs. Funding is provided for small group activities. Dr. Sharon Policello in the Office of First Year Programs and Orientation coordinates the program; students who have served as peer leaders assist with day-to-day operations.

Organization

Students begin orientation when they arrive on campus in the summer. Orientation, including an introduction to INVOLVED, continues in the fall and culminates in a 10-day sign-up period.

The Office of First Year Programs and Orientation developed INVOLVED to encourag

Many students who have completed the program sign up to be peer leaders.

Peer leaders are selected in the spring; they attend a two-hour training session before meeting with new students. Besides sharing their observations about programs and events, peer leaders serve as resources for new students and correspond with them by e-mail.

Processes and Procedures

All new students are eligible to sign up for the program during the first two weeks of fall semester. Peer leaders meet weekly with their groups until fall break and then biweekly until the end of the semester. They may choose to continue meeting in the spring semester. Peer leaders update the Office of First Year Programs in meetings and through e-mail. Since the number of students wanting to become peer leaders keeps growing, very little recruitment has been necessary.

Evaluation

At the end of the first semester, group members are asked what they have found most helpful and least helpful. They also provide the staff with feedback on the program. The participants' written comments help improve all aspects of the program, including notebook preparation, group activities, and performance of peer leaders. Participation in the program has noticeably risen since the program began in the fall of 1997. In its first year, INVOLVED had 35 participants. In the 2000-2001 academic year, it had over 200 new students and upperclassmen. For the fall of 2001, over 50 upperclassmen have already volunteered to be peer leaders.

CONTACT

Dr. Sharon M. Pellcello
Director, First Year Programs & Orientation
130 Towers Concourse
Ithaca College
Ithaca, NY 14850-7186
spellcello@ithaca.edu
Phone: 607. 274. 1308
Fax: 607. 274 1283

tudents to take part in community life.

12 BEST COPY AVAILABLE

Student Employment Training Program

Students gain exposure to career opportunities.

The Student Employment Training Program at the University of Maryland focuses on building skills that students can transfer to work after graduation. Both hands-on, interactive training and a companion supervisory training program provide students with work experiences that contribute to academic progress. Evaluation shows that participants in the program provide better quality service, enjoy success at work, and become more satisfied students.

Impetus

In 1994 a team of University of Maryland administrators identified three fundamental causes of conflict between student employment and academic success:

- More students are working because of financial need;
- The university does not view student employment as an educational tool; and
- Students who work off campus are more likely to withdraw from school.

The team recommended the creation of a Student Employment Center to enhance the employment experience for University of Maryland students and help students see connections between their studies and their work.

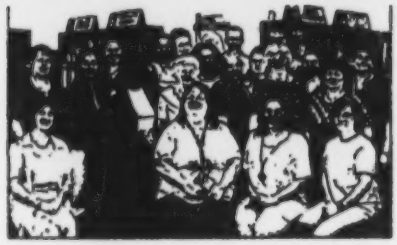
Objectives

- Help student employees develop transferable skills and good customer service abilities;
- Teach habits that students need to perform their jobs productively, confidently, and courteously, and to establish professional attitudes;
- Teach the importance of partnerships through working with faculty, administrators, and full-time staff;
- Place campus work in the context of a student's career development;
- Give students a stake in the role they play in carrying out the university's mission;
- Improve retention by increasing students' satisfaction with the campus; and
- Assist the supervisor in understanding his/her role as an educator.

Key Components and Related Staff

Student training covers a variety of topics to help students function successfully in part-time jobs while in school and transfer their skills to post-graduation employment. Program components include mastering quality service, increasing productivity, helping

The program builds skills that students can use on the job after graduation. It was rate



The Career Center staff assists students pursuing on and off campus jobs.

students develop positive work habits, developing attitudes and skills sought by employers, and increasing students' sensitivity to diverse populations. Students attend a workshop at which they learn time management and listening skills, telephone tips, and other administrative techniques. They learn to observe confidentiality, handle difficult situations, ask questions, and go the extra mile.

Supervisory training focuses on effective student employee management: sound job design, well-planned training, and consistent supervision.

Volunteer staff from the Career Center, Undergraduate Business Career Center, Campus Recreation Services, and other offices train students and supervisors.

Organization

The Career Center, in collaboration with five other administrative and student affairs departments on campus, has trained close to 1,500 student employees from more than 20 campus departments as well as 122 supervisors. The training team is currently made up of 12 staff members; as additional volunteers are recruited, the Career Center will be able to provide student employee training to all University of Maryland departments. The trainers are trained once or twice each semester.

Processes and Procedures

The Career Center extends invitations to all campus departments to participate in student training. When a department expresses interest, trainers meet with supervisors to outline a training format that will meet the needs of the department and the students. Groups of 15-20 students engage in role playing, problem solving, and discussion. Students also watch video vignettes based on real-life employment experiences.

Supervisory training is based on interaction. Through discussions, individual exercises, and breakout sessions, the group learns how to create job applications and recruiting ads, plan student employee orientation and training, and conduct performance reviews. The supervisors learn how to retain student employees by providing incentives and creating student recognition programs.

Evaluation

Among students trained since fall 1998, 92 percent rated the program excellent overall. Within six months of training, supervisors report noticeable improvement in student performance, particularly in productivity and delivery of customer service. Most of the supervisors trained since 1998 also gave the program an overall rating of excellent.

UNIVERSITY OF MARYLAND

CONTACT

Frances Hacker, Assistant Director
Career Center
University of Maryland
3106 Hornbake Library
College Park, MD 20742
fhacker@deans.umd.edu
Phone: 301. 314. 4040
Fax: 301. 314. 9114

excellent by 92 percent of participants.

Undergraduate Leadership Minor

Verna Simmons (2nd from left), First-Year Experience and Leadership Programs Director, with students.

The Undergraduate Leadership Minor at the University of Minnesota is an interdisciplinary set of courses designed to help students explore multiple frameworks of leadership. Students develop core knowledge about leadership within the context of social action and change, and can demonstrate leadership through written, oral, and field-based experiences. The Undergraduate Leadership Minor, instituted in 1999, is one of the first of its kind to involve both curricular and co-curricular units as equals in all aspects of an academic program.

Impetus

The University of Minnesota's Campus Involvement Center initiated the program in spring 1994. The Center found that students viewed their leadership development activities and experiences as critical to their overall education and questioned why student leaders were not given academic credit for leadership work. Positive reaction to an exploratory seminar led to the appointment of an advisory team consisting of faculty and professional staff from many divisions of the university, which developed a comprehensive undergraduate leadership minor.

Objectives

- Reinvigorate undergraduate education by providing real-life leadership experiences as well as opportunities to put theory into action;
- Expose undergraduates to diverse career opportunities and provide occasions for learning about university and community leaders;
- Incorporate a cross-discipline teaching structure and curriculum and create a team instructional model for faculty and professional staff;
- Ensure program relevance to students with differing backgrounds, values, cultures, ethnicities, perspectives, and experiences; and
- Enhance the knowledge and skills of student leaders while giving them credit toward the minor and their overall degree program.

Key Components and Related Staff

The Undergraduate Leadership Minor includes the core courses "Personal Leadership, You, and Your University," "Leadership, You, and Your Community," and "Self-Developed Leadership in the World." These courses examine multiple leadership frameworks, leadership and social justice, community building, systems thinking, and social change. Students interview and "shadow" leaders; conduct and present research on leader-

Courses examine leadership frameworks, social justice, community building, systems

91 15

ship models; participate in service learning and study groups; present a portfolio; and create a personal leadership model. Field experience gives students the opportunity to apply theories they have learned. Core courses are taught by senior faculty and professional staff with teaching status from the three collaborative units and from across the University of Minnesota.

Organization

The Undergraduate Leadership Minor is managed by the Office for Student Development and awarded from the College of Education and Human Development. Professional staff receive teaching status through either the College of Education and Human Development or the Humphrey Institute. Staff collaborate on a number of campus-wide initiatives, offering a leadership course for first-year students, conducting the Leadership Colloquium of the Carlson School of Management, training new student orientation leaders, and co-sponsoring a variety of non-credit leadership conferences and student activities. The staff also cooperated with the Office of Admissions to design and teach classes to high school sophomores at the annual Northern Stars Leadership Conference.

The program has graduated two classes and currently enrolls about 280 students from colleges across the University of Minnesota.

Procedures and Processes

The Undergraduate Leadership Minor is a 16-semester credit program. Students are required to take four core courses and five elective credits.

Evaluation

The program has not been formally evaluated; however, students evaluate courses each semester and assess how the class has affected their sense of self and personal leadership. One student reflected on her first-year leadership course:

"It should be the purpose of every class to have its students walk away feeling empowered. Instructors... are passionate about what they do... allow their students to chart their own courses in life... and are cooperative, always willing to help their students achieve the best."

A graduate of the program wrote: "The classes I have taken in preparation for the Leadership Minor have been among the most challenging and rewarding of all my courses at the University of Minnesota. I have never finished a leadership course on this campus and thought the same way about myself, my community, and my world as I did when I walked in."

From left: Brian Schneider, Educational Policy and Administration professor; Verna Simmons; James Hearn, Department Chair; June Nobbe, Director of the Campus Involvement Center; and Barbara Crosby, Director of the Reflective Leadership Center.

CONTACT

June Nobbe
Director, Leadership Programs
110 Morrill Hall
100 Church Street S. E.
Minneapolis, MN 55455-0110
nobbe001@umn.edu
Phone: 612. 625. 6531
Fax: 612. 626. 8388

thinking, and social change. Field experience allows students to apply theories.

The Wackerle 4-Year Intentional Career and Leadership Development Program

Students engage in community service while studying leadership.

The Wackerle 4-Year Intentional Career and Leadership Development Program at Monmouth College helps student participants develop the personal and professional skills to become tomorrow's leaders at the local and global levels. The program takes a comprehensive approach—from freshman through senior year—that combines career development, leadership development, service learning, and community involvement to help students realize their leadership potential.

Impetus

Monmouth College recently revised its mission statement to include the goal of preparing students "for leadership, citizenship, and service in a global context." The 4-Year Intentional Career and Leadership Development Program was established in pursuit of this goal. With a generous gift from Monmouth trustee Fred Wackerle,'61, the Career Development Office was transformed into the Wackerle Career and Leadership Development Center.

Objectives

The objective of the program is to help students develop the skills needed to become successful leaders, personally and professionally, on local and global levels.

Key Components and Related Staff

The 4-Year Intentional Program is organized under the Wackerle Career and Leadership Center and run through the Division of Student Affairs. Staff members include Mindy Damewood, Director of Career Development, Chris McRoberts, Director of Leadership and Professional Work Experience, and Stacy Stoldorf, Assistant Director of Leadership and Involvement. Staff members specialize in specific program components but are cross-trained to enable seamless delivery of the overall program.

During their first year, student participants join student organizations, take part in informational interviews, and attend the Emerging Leaders seminar and at least one on-campus leadership conference. They take an Interest Inventory and begin working on a Co-Curricular Profile, a record of the student's involvement, leadership experiences, and honors. The Profile also lists the skills and characteristics acquired throug involvement The Profile can accompany employment and graduate/professional school applications and can assist students in understanding their educational experience.

Participants join student organizations and attend an "Emerging Leaders" seminar. The

Group activities help students realize their leadership potential.

In their sophomore year, participants volunteer in the community, become officers in student organizations, attend an Advanced Leaders Seminar and a Winter Leadership Workshop, and take an Alternative Spring Break Trip. They also work either on- or off-campus and explore future career interests through job shadowing.

As juniors, participants develop their resumes, attend leadership roundtables, and secure internships. They also determine their career path, whether graduate school, professional school, or employment, and explore their options.

Seniors finish their Co-Curricular Profiles and attend career placement workshops, career fairs, and an off-campus leadership conference. They also apply for jobs or to graduate schools, shadow a community leader, and facilitate leadership seminars.

Organization

Located in the Stockdale Student Center, the TNT Involvement Center, a satellite office of the Wackerle Career and Leadership Center, serves as a resource for all student organizations, providing leadership development information, program-consulting services, marketing and advertising information, volunteerism and community service coordination, and a library. The Center also provides training in Co-Curricular Profile Development.

Evaluation

The Wackerle 4-Year Intentional Program is evaluated through surveys, focus groups, and feedback from students. Staff also examine the Co-Curricular Profiles, in which students list skills and qualities they think they have acquired. According to ACT student opinion survey results, students have a statistically higher level of satisfaction with opportunities for personal involvement in career and leadership development opportunities than students at peer institutions.

CONTACT PERSONS

Jacquelyn Condon
Vice President for Student Life and Dean of Students

Mindy Damewood
Director of Career Development

Chris McRoberts
Director of Leadership Development and Professional Work Experience

Stacy Stoldorf
Assistant Director of Leadership and Involvement

Wackerle Center
700 E. Broadway
Monmouth, IL 61462
wackerle@monm.edu
Phone: 309. 457. 2115
Fax: 309. 457. 2383

prepare a Co-Curricular Profile recording honors and skills.

University of Richmond RICHMOND, VIRGINIA

Women Involved in Living and Learning (WILL) Program

Participants study gender-related issues in class and in student organizations.

The Women Involved in Living and Learning (WILL) program at Westhampton College of the University of Richmond seeks to develop the leadership abilities, analytical skills, and self-esteem of undergraduate women through education about the influence of women and gender in academia and their own lives. WILL combines theory and practice in women's studies coursework, gender-related programming, and participation in a student-run organization. Currently in its 20th year, the WILL program has proven an effective model that schools across the nation have begun to emulate.

Impetus

WILL was established in 1980 in response to research revealing that women's colleges provided exceptional learning environments for women compared with co-educational institutions, where women's self-esteem and interest in leadership typically declined over four years.

Objectives

- Encourage critical thinking, intellectual curiosity, and active learning opportunities that empower women as leaders;
- Foster a deeper understanding of women's diverse roles and contributions to society among students as well as members of the University and outside community;
- Increase awareness of obstacles faced by women and individual and collective strategies to address these issues;
- Promote self-esteem and confidence; and
- Enable young women to explore career and life choices.

Key Components and Related Staff

The WILL program is run by a director and assistant director, who also teach required women's studies courses. The director and assistant director work closely with the women's studies program to develop strategies to retain women faculty, develop the curriculum, and address other issues involving women. WILL thus operates within both the Division of Student Affairs and the School of Arts and Sciences to provide students with a holistic learning experience that bridges the curricular and the co-curricular.

Organization

WILL members fulfill three requirements:

- Complete a minor in women's

WILL partners with women's studies to stimulate student and faculty conversations. The

studies, including a supervised internship;

- Become involved in the Student-Run Leadership Organization to gain formal and informal leadership experience, participate in managing the program, and engage in campus and community activism; and
- Participate in gender-related programs outside the classroom. As a co-curricular complement to coursework, WILL partners with women's studies to bring programs to campus that stimulate student and faculty conversations and challenge attendees to examine their ideas about gender and diversity.

Processes and Procedures

WILL participants are usually selected during their first year, but the program also accepts sophomores. WILL seeks a diverse array of women with intellectual curiosity and an interest in gender and women's issues. Member demographics reflect the selection committee's focus on diversity as well as the program's overall commitment to recruiting and retaining women of different ethnicities and nationalities: WILL has a more diverse population than the campus at large and any other organization on campus.

Evaluation

In 1995, WILL engaged in a joint study with Fern Marx, a senior research associate at the Wellesley College Center for Research on Women. Marx developed a variety of instruments to obtain both quantitative and qualitative information on WILL's effectiveness. She concluded that most students graduating from WILL "believed that the program contributed in a significant way to their success at the University of Richmond and continued to make a positive impact on their lives after graduation."

WILL Director Holly Blake meets with program participants.

WILL has been so successful that it now serves as a model for other institutions. In the fall of 1999, 19 colleges and universities sent representatives to the University of Richmond for the program's first Replication Workshop, where participants learned to tailor the program to suit their particular needs. A second Replication Workshop, held in March 2001, attracted 13 institutions from around the nation. The next workshop will take place in spring 2003; please contact Juliette Landphair at jlandpha@richmond.edu or 804.289.8840 for information.

The University of Richmond takes pride in the WILL program's contributions to the campus and community. The WILL program is listed as a "Distinctive Feature" of the University of Richmond on the University's Website.

RICHMOND

CONTACT

Holly Blake
Director
WILL Program
Westhampton College
University of Richmond,
VA 23173
hblake@richmond.edu
Phone: 804. 289. 8840
Fax: 804. 287. 6061

rogram now serves as a model for other institutions.

Center for Student Businesses

Food stores are among nine student-managed businesses at Amherst.

Since its establishment in 1975, the Center for Student Businesses (CSB) at the University of Massachusetts has provided high quality financial and managerial consulting services for the university's student-managed, non-profit businesses. Supported by a professional staff, the CSB is a group of undergraduate student consultants who work closely with individual businesses. Together, the members of the CSB provide guidance, training, and advocacy to the nine student-managed businesses in the program: a natural foods market, a vegetarian café, a bicycle repair shop, a design and copy shop, the publisher of the student yearbook, a ticket selling and collection agency, and three snack shops.

Impetus

In 1971, several undergraduate women at the University of Massachusetts petitioned the Student Government Association for a loan to start the first of several cooperatives in the Student Union. In 1975 the university administration and Student Government Association established the Center for Student Businesses in order to ensure that the businesses were following the university's guidelines and policies. Today the nine fairly stable student businesses provide 135 jobs for undergraduates and generate revenues of more than $650,000 per year.

Objectives

- Guide, train, and oversee participating student businesses;
- Encourage democracy in governance, wide participation in management, and operation in accordance with cooperative principles; and
- Generate sufficient income to make the investments necessary to ensure long-term survival of the organization.

Key Components and Related Staff

The CSB has become the training and advising center to all student-initiated and managed businesses. At the CSB, trained undergraduate staff members consult with and educate their co-managers in financial and organizational matters. Students learn to work with people from diverse backgrounds, respecting one another's differences while working toward a common goal. They acquire skills in hiring, training, performing evaluations, and firing, all of which can be difficult tasks for peers. Students who enjoy their work and gain effective time management and leadership skills usually become integral members of their learning community.

Trained undergraduates educate their peers in financial and organizational matters.

The director of the CSB manages the organization of the program and is chiefly responsible for the health and stability of the student businesses. The assistant director, a graduate student in the Isenberg School of Management, handles financial administration.

Organization

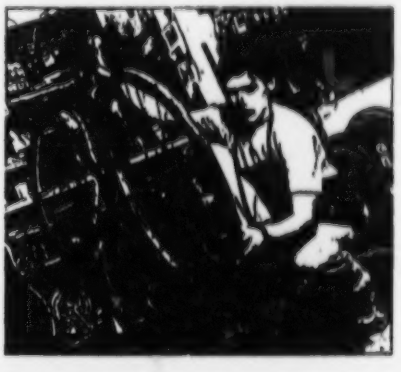
The CSB hires undergraduate students with a background in business or finance and trains them to be consultants for the nine student businesses. Each consultant works 10–20 hours per week to make sure that all of the operational and organizational aspects of the assigned business are running efficiently. The consultant works closely with a student bookkeeper and the management team from the respective business to prepare monthly income statements, track inventory, reconcile cash deposits, and audit student payroll. Their work as consultants is directly related to their academic studies, as they expand their academic learning into practical application while simultaneously enriching the classroom culture with their experiences.

Processes and Procedures

Student businesses are cooperatives in spirit, making management decisions by consensus in a mandatory weekly meeting. Management tasks are assigned in committees of elected students. Student businesses operate using organizational, operational, and administrative systems that were originally put into place by the CSB. The center developed systems to deal with continuous high staff turnover and help students manage a small business.

Evaluation

Students from many areas of study participate in the businesses, and they often become each student's "home away from home." In a recent survey of graduating student business members, 83 percent reported that working in a student business exceeded their expectations. The businesses are important to the university community; they serve hundreds of customers each day.



Student-run businesses benefit from the guidance of CSB consultants.

CONTACT

Katja Hahn d'Errico, Ed.D, Director
Center For Student Business
University of Massachusetts
408 Student Union
Amherst, MA 01003-9249
katjahahn@educ.umass.edu
Phone: 413. 545. 2166
Fax: 413. 545. 4751

Their work as consultants is directly related to their academic studies.

University of Nevada—Las Vegas LAS VEGAS, NEVADA

Gay, Lesbian, Bi-Sexual, and Transgender Training Series

The GLBT Steering Committee promotes sensitivity through workshops.

The Gay, Lesbian, Bi-Sexual, and Transgender (GLBT) Training Series at the University of Nevada-Las Vegas seeks to increase sensitivity to GLBT student issues and raise cultural and personal awareness. Designed by the GLBT Student Life Steering Committee, the program was based on results of surveys among students and staff. It fulfills a goal of the Division of Student Life by "fostering the development of a community grounded in purposefulness, openness, justice, discipline, caring, and celebration so that our students' experience is one of connection and integration."

Impetus

Survey data and self-reporting indicate that 9 to 11 percent of UNLV's 23,000-plus students are GLBT. The GLBT Student Life Steering Committee was organized in spring 1998 to address the needs of this population. The committee developed the GLBT Training Series to promote awareness and sensitivity toward GLBT students.

Objectives

- Develop and promote training and educational workshops;
- Create "safe zones" on campus;
- Assess and respond to needs of targeted groups;
- Develop and publicize campus and community resources in order to appropriately refer students; and
- Establish guidelines for all departmental publications and office environments.

Key Components and Related Staff

The three-part GLBT Training Series addresses common misconceptions and stereotypes. Through small group discussions, it seeks to create a common understanding of terms, definitions, and issues related to the GLBT student community. The unique academic and personal challenges faced by GLBT students are explored, in part through audiotapes in which students speak openly about their experiences. Participants also explore their own beliefs and attitudes about homophobia and heterosexism.

One session includes a panel discussion with six to eight GLBT students that focuses on how to create a positive atmosphere for GLBT students and the role that Student Life staff can play in contributing to a just and inclusive campus environment. Leaders introduce the Safe Zone Project and distribute a

The three-part GLBT Training Series addresses common misconceptions and stereotypes

UNLV

UNIVERSITY OF NEVADA, LAS VEGAS

comprehensive resource book for each divisional office that includes campus, local, and national GLBT resources.

Organization

The GLBT Steering Committee includes representatives from numerous offices within the Division of Student Life including: Campus Community Development, Student Counseling and Psychological Services, Disability Resource Center, Greek Life, Campus Housing, Student Health Center, and the Women's Center.

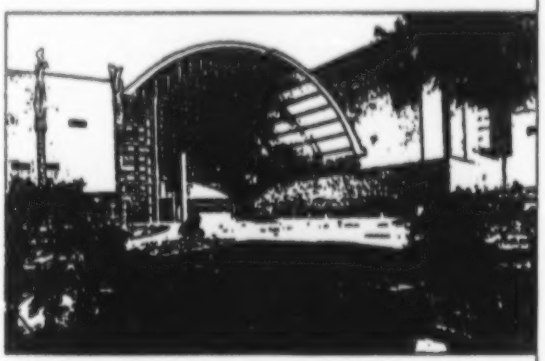
Processes and Procedures

During the 1999-2000 academic year, the series was offered several times to faculty and staff in the Student Life division. Collaborative planning with the UNLV Diversity Task Force is currently underway to make the training available for all faculty, staff, and students.

Evaluation

Evaluations conducted at the end of each session indicate the program series was well-received by faculty and staff:

- 98 percent of participants agree/strongly agree that they now have a basic understanding of GLBT terms and definitions;
- 97 percent are more aware of the challenges and issues that GLBT students face daily;
- 94 percent understand the importance of creating a warm and welcoming environment for GLBT students;
- 100 percent learned how to become involved with the Student Life Safe Zone Project; and
- 94 percent know how to access campus, local, and national GLBT resource information.



An estimated 9 to 11 percent of UNLV's 23,000-plus students are GLBT.

CONTACT

Dr. Kenneth Swartz
Counseling Psychologist
University of Nevada
Las Vegas
4505 Maryland Parkway
Box 452005
Las Vegas, NV 89154-2005
kswartz@ccmail.nevada.edu
Phone: 702. 895. 3627
Fax: 702. 895. 0148

explores the unique academic and personal challenges faced by GLBT students.

BEST COPY AVAILABLE

BlueCD 2000

The CD, which has now evolved into a Website, guides students through the resources available at the University.

The BlueCD 2000 gives incoming students to Western Washington University an orientation tool and access to free software. Designed for —and by—students, the CD enables users to explore topics in the order and priority of their choosing. Because the Internet has become accessible to increasing numbers of students, the BlueCD concept has evolved into a Website for the 2001 academic year.

Impetus

The BlueCD grew out of the need for technology enabling new students to connect their computers to campus resources and, at the same time, the need for student affairs staff to provide orientation information.

Objectives

- Familiarize new students with university resources in an easy, convenient way;
- Deliver the necessary technology for students to connect to the university's computer resources, either through ethernet connections or a modem pool; and
- Involve students in the development of projects and programs.

Key Components and Related Staff

The CD introduces students to Western Washington University, presenting information in the following categories: living on campus; finances; studying and academics; meeting people; technology; Bellingham at large; calendar; important services; and health, stress and safety. Within each category are topics summarized in less than 100 words. In addition, the CD contains an interactive campus map and a guide to abbreviations and acronyms.

Michael Sledge, Orientation Coordinator of New Student Programs, and Deborah Frost, Residential Technology Services Coordinator, guided the project, but the bulk of the work was completed by students. A team of student designers and programmers designed, created, and tested the BlueCD, and other offices on campus provided support.

Organization

The BlueCD grew out of a unique relationship between New Student Programs/Family Outreach and ResTek

The CD received overwhelmingly positive evaluations from faculty and students.

(Residential Technology Services). For months, the development team met once or twice a week to coordinate content and participation from various offices on campus and to discuss design, testing, and review of the CD.

Processes and Procedures

The BlueCD is included in new student handbooks, sold at the bookstore, and available for check-out at the library. Having recently evolved into a Website, the information available to students through the CD is now readily accessible through the school's Internet services.

Evaluation

The main page of the CD links to an on-line evaluation form, which goes to members of the development team. Evaluations from students and faculty have been overwhelmingly positive. The main evaluation of the CD took place during the development phase, when resident advisors, current student technical staff, and prospective Western Washington students were surveyed in focus groups about its look and organization. For the 2001-2 academic year, the CD was replaced by a Website (http://www.bluepages.wwu.edu) to make information more readily available for students who come to college already equipped with Internet access on their computers. The Website allows staff the flexibility to change information from quarter to quarter.

WESTERN WASHINGTON UNIVERSITY

The CD is included in student handbooks and sold at the bookstore.

CONTACT

Deborah Frost
Residential Technology Services Coordinator
108 Edens Hall
Western Washington University
516 High Street
Bellingham, WA 98225-9106
dfrost@restek.wwu.edu
Phone: 360. 650. 7474
Fax: 360. 650. 6860

nables users to explore topics in the order and priority of their choosing.

BEST COPY AVAILABLE

Call for Exemplary Programs 2002

All NASPA members are urged to submit an outstanding program at your college or university for NASPA 2002 Exemplary Program recognition.

Materials are due on December 1, 2001. To submit an application over the Internet, go to www.naspa.org and click on Exemplary Programs under NASPA News. Regional committees will screen the program submissions. The NASPA Board of Directors Selections and Awards Committee, chaired by NASPA's president-elect, will make final selections.

The purposes of Exemplary Programs are to recognize quality student affairs programs and to share these model programs with other institutions. Both recent programs as well as long established programs are welcome. Programs should meet the following criteria:

- respond to an assessed or measured need;
- achieve an expressed outcome;
- have a thorough design;
- be creative;
- translate to other institutional environments;
- describe processes and procedures clearly; and
- demonstrate evaluation of its impact.

The following questions should be used as a format for writing about the program:

- What was the impetus to develop the program?
- What are the objectives and key components of the program?
- Who are the related staff members?
- How is the program organized?
- What are the processes and procedures?
- How has the program been evaluated for its impact on students?

Please keep submissions under 1500 words.

Nominations welcome also! This is an excellent opportunity to recognize professional programming results across the nation. If you know of a program deserving of recognition, contact Carla Dicks via e-mail at cdicks@naspa.org and communicate the program's name, institution, and contact person.

Selected NASPA Titles

Dollars for Dreams:
Student Affairs Staff as Fundraisers
Provides an overview of ways to obtain gifts from individuals, corporations, and foundations.

Making a Difference:
Profiles of Successful Student Affairs Leaders
Features personal stories of successful student affairs administrators.

Beginning Your Journey:
A Guide for New Professionals in Student Affairs
Examines the key issues facing new professionals and suggests ways of thinking about the challenges and opportunities offered by careers in student affairs.

Life at the Edge of the Wave:
Lessons from the Community College
Describes effective, creative community college programs and services that have served non-traditional student communities.

Student Learning as Student Affairs Work:
Responding to Our Imperative
A guide for student affairs professionals to foster student learning, form partnerships with academic colleagues, and create environments that are learning centered.

Invited Papers

Building a Better Bridge: Creating Effective Partnerships Between Academic Affairs and Student Affairs

Collaboration and Community:
Boyer's Guiding Principles

NASPA Publications Department
P.O. Box 753, Waldorf, MD 20604
Phone: (301) 638-1749
www.naspa.org

NASPA
Student Affairs Administrators in Higher Education

1875 Connecticut Avenue, NW
Suite 418
Washington, DC 20009-5728

Tel: 202.265.7500
Fax: 202.797.1157
http://www.naspa.org